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ABSTRACT

This report provides an overview of the Preparing Future Faculty (PFF) program, initiated in 1994 to bring together clusters of colleges and universities in planning programs that introduce graduate students to faculty life in a variety of campus environments. PFF is especially designed to bring together research universities and the nearby undergraduate colleges that provide the bulk of employment opportunities for new Ph.D.s. The report discusses the future goals of the program, and notes that the initial benefits most often cited by participants included increased appreciation of the importance of being a good teacher, a better understanding of their own strengths and weaknesses, a broader understanding of faculty life, increased knowledge about shared governance, increased interest in an academic career, and increased understanding of the diversity of institutions and their own career options. Brief descriptions of PFF programs initiated at Arizona State University, Duke University (North Carolina), Florida State University, Howard University (District of Columbia), Indiana University, Marquette University (Wisconsin), Northwestern University (Illinois), Syracuse University (New York), University of Wisconsin-Milwaukee, University of Cincinnati (Ohio), University of Colorado-Boulder, University of Kentucky, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, University of New Hampshire, and the University of Washington are provided. A list of national PFF activities is also provided, along with a list of contact persons. (MDM)

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ED 422 759

PREPARING FUTURE FACULTY

PROGRAM DESCRIPTION

A NATIONAL PROGRAM OF THE ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES & THE COUNCIL OF GRADUATE SCHOOLS

Supported by The Pew Charitable Trusts

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Introduction

The Association of American Colleges and Universities (AAC&U), the Council of Graduate Schools (CGS), and The Pew Charitable Trusts are pleased to continue their efforts to improve graduate and undergraduate education through the Preparing Future Faculty program. Launched in 1994, Preparing Future Faculty (PFF) has already realized a number of noteworthy achievements. PFF has formed new partnerships with colleges and universities, scholarly associations, and other organizations; implemented innovative programs in twenty-two clusters of institutions. It has demonstrated multiple benefits through assessment, presented findings at scores of professional meetings, and issued numerous printed materials. The focus of the newest initiative to run from 1997-2000 is to deepen the effects and to broaden the base of PFF to support the belief that changing the culture and preparation of future faculty members will improve the education of undergraduate and graduate students.

Program Overview & History

In the summer of 1994, seventeen clusters of institutions began receiving support from AAC&U and CGS to create model PFF programs. Five doctoral producing institutions received substantial grants to establish PFF programs; twelve other institutions received smaller grants for specific initiatives to start PFF programs. In all, eighty-five institutions were involved in bringing "consumers" of Ph.D.s together with "producers" to collaborate in planning programs that introduced graduate students to faculty life in a variety of campus environments.

Each cluster was further encouraged to develop its own program based on institutional interests, needs, and opportunities. The clusters were given broad guidelines and were urged, for example, to plan their programs in accordance with their students' maturity and stage of development; to include mentoring in teaching and other aspects of professional development; to provide direct, personal experience with diverse institutions; and to emphasize emerging and future expectations of faculty. (Reports with fuller details about the concepts, programs and their outcomes are available from the sponsoring organizations.)

Lessons Learned

Analysis of surveys conducted across the clusters clearly find that PFF programs make a difference in the lives of participating students and faculty members. Students are enthusiastic in their support of PFF and believe that the program is beneficial. Benefits most often cited were:

- Increased appreciation of the importance of being a good teacher;
- A better understanding of their own strengths and weaknesses as a teacher;
- A broader understanding of faculty life—particularly the multiple responsibilities faculty routinely juggle;
- Increased knowledge about shared governance and institutional governance structures;
- Increased interest in an academic career;
- A broader understanding of the diversity of institutions and their own career options.

Anecdotally, new faculty, "graduates" are reporting positive interest in their PFF activities by their employers. Graduates of PFF report that their PFF programs helped them to: be clearer in their decisions about the faculty positions they sought; prepare better cover letters, vita, and portfolios; negotiate the job search process and; deal with the complexities of their first years in an academic position. These findings affirm why all but three of 357 PFF graduate students surveyed said they would recommend PFF to other graduate students.

Faculty members working in the PFF program also assess the program positively. Faculty

members said they became involved because they found the PFF concept to be "appealing." They say they stayed involved because they enjoyed working with graduate students. Benefits cited most frequently by faculty were:

- The increased intensity in working with graduate students;
- Interactions with colleagues on partner campuses;
- The chance to reflect on and learn about their own teaching methods, and teaching in general;
- The sense of contributing to something worthwhile, encouraging students to consider academic careers;
- The challenge of rethinking departmental or institutional missions and curricula.

Among participating PFF faculty surveyed, 144 of 146 indicated they would recommend that their colleagues become involved in the PFF program.

Phase Two Goals

The second phase of the national PFF program, initiated in the spring of 1997, selected ten of the original participants and five new participants with PFF-like activities. These programs were chosen to help move PFF from the status of demonstration project to a national model for graduate education. They would take PFF from pilot project to institutionalized approach. Phase II participants are scaling up their programs to give more graduate students interested in exploring academic careers access to a PFF program. Some teaching assistant programs are being transformed into full-scale PFF programs; others are beginning to add PFF components. In addition, Phase II participants are committed to sharing their knowledge with constituencies that have a stake in the future of the professoriate and to helping other universities and departments develop their own versions of PFF.

The Phase II program is also working to explore and refine the intellectual bases of Preparing Future Faculty. Working groups of participants will examine the roles and responsibilities of the disciplines, seeking to identify both commonalties and differences in discrete fields. Working groups will also develop guidelines that inform campus leaders and faculty about the critical elements of the preparation process for future faculty. Finally, the program will articulate a successful implementation process that informs the academic community of "best practices" and "lessons learned."

Program Cluster Descriptions

Each cluster has developed its own work plan to achieve the program goals. The plans vary considerably from cluster to cluster, reflecting the different needs, ideas, and participants. What follows is a brief overview of the program plan for each cluster.

Arizona State University

Arizona State University-West, Grand Canyon University, Mesa Community College

The Arizona State University PFF program is organized in two stages and is open to doctoral students from all the colleges of the university. The first stage is a yearlong exploration of faculty roles in different institutional settings. Students participate in six modules focusing on the following themes:

- Different Higher Education Settings and Faculty Roles
- The Inclusive Classroom
- Teaching Strategies, including Distance Learning Technology
- Preparing for the Job Market
- Searching for a Position and Settling In
- The Future of Institutions of Higher Learning

In the second stage, a select group of participants is linked with individual faculty members at partner institutions. Faculty mentors and students explore teaching, research, and service

roles on partner campuses, and students are engaged in a variety of experiences ranging from learning assessment and faculty governance to student service activities. Doctoral students work with both new and seasoned faculty to acquire multiple views of faculty roles. A final capstone presentation is designed to provide participants with the opportunity to introduce and recognize their mentors, and to present and summarize a portfolio of their experiences and activities. The capstone experience will take place in the form of a "capstone fair" to which future and first year PFF participants are invited to learn about the PFF program.

PFF Fellows are special participants in the Arizona State University's *University for the Next Century* planning project. They have been invited to join faculty, administrators, and leading national experts who are helping to conceptualize the university in which they will assume leadership roles. At the departmental level, doctoral students and faculty will organize a PFF lecture that brings in faculty members from different types of institutions to speak about faculty life in their specific disciplines.

Responding to an increasing number of inquiries about the PFF program, the Graduate College Publications Office produced a series of occasional papers based on presentations by faculty who participated in the stage one modules, and by PFF fellows reflecting on their experiences. This series, along with a collection of videos are available for use within the University and beyond.

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Duke University

Durham Technical Community College, Guilford College, North Carolina Central University

At Duke University, advanced doctoral students in the humanities, social sciences, physical sciences, and biological sciences participate in the PFF program. Each student is paired with a faculty mentor from a partner institution. Together they've developed an action agenda outlining formal and informal activities for the year. Students and faculty mentors also participate in "brown-bag" luncheon discussions on various professional issues, special weekend workshops on pedagogical issues, and monthly disciplinary seminars.

PFF participants conduct group visits to partner institutions where they interact with central administrators, attend faculty and departmental meetings, discuss their major fields of study with undergraduate students majoring in similar fields, and attend a variety of classes. Campus visits often conclude with a dinner discussion on the various aspects of faculty responsibilities at the institution. The graduate school and the doctoral students will organize a "Graduate Fair" on each cluster campus, working with undergraduate students interested in graduate education and potential careers as faculty members.

Faculty mentors, PFF students, and Duke faculty also participate in special weekend workshops, coordinated by Duke's Center for Teaching and Learning, on a variety of pedagogical issues. PFF participants also take leading roles in the formation of Teaching Circles for the graduate students and faculty in their departments thus expanding the impact of PFF to additional graduate students at various stages of their careers.

Faculty mentors from cluster institutions receive appointments as Visiting Scholars at Duke, giving them access to libraries and other university facilities as well as invitations to join monthly departmental seminars or speaker series. Faculty Fellows recognized for excellence in teaching, and affiliated with Duke's Center for Teaching and Learning, also mentor PFF students, offering strategies that have contributed to their success as instructors.

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Florida State University

Bainbridge College, Florida Agricultural and Mechanical University, Rollins College, Tallahassee Community College, Valdosta State University, Thomas College

At Florida State, PFF has three primary foci: the development of a professional portfolio to accompany the Ph.D. Degree, the development of disciplinary models, and merging PFF programs with several existing programs for graduate students.

A "certification" of instructional proficiency, the Professional Development Portfolio, is available to accompany the Ph.D. degree and will include PFF activities. Building on the *College Teaching Program*, a two credit, semester-long seminar developed in Phase I, will meet the needs of the many academic areas of the university. A PFF component, designed by graduate faculty and Program for Instructional Excellence (PIE) consultants, is included in the Professional Development Portfolio.

PFF will help to develop and broaden disciplinary preparation models by adding ten departments the first year of the grant period. The overall goal is to institutionalize Preparing Future Faculty concepts university-wide in three years. FSU has added the Humanities Program, and the departments of mathematics, modern languages and linguistics, sociology, theater, and nutrition and movement science to Phase II.

A technology component for departmental PFF Programs responds to the significant change in instruction driven by emerging technologies. Technology workshops conducted by PIE will supplement PFF departmental programs. Faculty Fellows will evaluate the Web sites of other colleges and universities for information concerning faculty roles at their institutions. At the end of their participation in PFF, each fellow will have created a Home Page to be included in their job portfolios. Fellows are also encouraged to create courses or course components incorporating Web pages and email instruction.

Florida State University will merge its PFF program activities with two institutionalized graduate student programs: The Teaching Associate Program and The McKnight Program. Established at FSU in 1992, The Teaching Associate Program appoints senior teaching assistants, nominated by their department, to assist the PIE in the development and implementation of university-wide programs to improve the professional preparation of graduate students.

The McKnight Doctoral Program is a statewide program with an endowment funded by a combination of private and public funds. It provides five years of support for African Americans in doctoral fields where they are underrepresented. The objective is to support graduate students who plan to become college and university faculty. The program recruits nationally but students must attend graduate schools in Florida. The program began in 1984-85. To date it has graduated over 100 African American doctoral students in Florida. It has had an excellent record of placing Fellows in college and university teaching positions. At Florida State twenty-eight African American doctoral students have graduated to date under this program and thirty-two are currently enrolled.

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Howard University

Bowie State University, The Catholic University of America, Howard Community College, Marymount University, Virginia Tech-Northern Virginia Center

Howard University accepts doctoral students from all graduate programs in its PFF Program. Currently, students from fourteen departments within the Graduate School of Arts and Sciences participate in PFF. The graduate school awards mini-grants to departments to support the development of discipline-based initiatives as

well as to prepare documents, such as program syllabi, for PFF activities. Other document preparation includes reports of "lessons learned" and "best practices," and supplementary materials used by students. These materials are available for dissemination within the university and placed on the university's Web site.

The intellectual and academic basis of the Howard PFF program is recognized by the awarding of a "Certificate in College and University Faculty Preparation" to those who have satisfactorily completed the systematic and faculty supervised preparation program. The two-year program consists of thematic study (Traditions, Trends, and Transitions; Technology and Higher Education; Research; and Service); a three-credit hour course on Preparing for the Professoriate; a week-long intensive training program in distance learning techniques; and periodic lectures and symposia on current and future issues within higher education and the professoriate.

PFF Fellows from departments not employing teaching associates, who work with the Teaching Associates Program, are given opportunities to deliver guest lectures under the tutelage of faculty mentors. All PFF Fellows have opportunities to give guest lectures at partner institutions, and some participate in a semester-long exchange program with The Catholic University of America. Fellows also participate in Teaching Associate Training Workshops, sponsored by the Graduate School, covering such topics as time management, matching teaching and learning styles, student counseling and advising, and preparing teaching portfolios.

Participants are also required to participate in a series of distance learning activities that offer intensive hands-on preparation for using new information technologies in teaching. The distance learning activities also explore significant related issues such as unequal access, impact of different learning styles, and especially the appropriate uses and "misuses" of the technology.

The Howard PFF Program has been endorsed as a priority by the Graduate Faculty.

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Indiana University

Indiana University-Purdue University at Fort Wayne, Indiana University-Northwest (Gary), Indiana University-Kokomo, Indiana University-Southeast (New Albany), Indiana University-East (Richmond), Indiana University South Bend, Anderson College, Indiana University-Purdue University at Indianapolis, Butler University, Franklin College, DePauw University, Taylor University

At Indiana University, the professional development programs for graduate students take place at the departmental level. These programs include courses, seminars and workshops on pedagogical research and teaching, issues in higher education, preparing teaching portfolios, course design, and collaborative teaching with a faculty mentor. Some departments have arrangements that enable students to "shadow" faculty at partner institutions in Indiana.

Recognizing the intensive effort required of departmental faculty in organizing their PFF programs, the graduate school offers centralized support and administration of campus-wide activities. With a two-year grant from the university's central administration, the graduate school has developed a Future Faculty Teaching Fellowship Program (FFTF). FFTF enables advanced Ph.D students to teach for a semester on one of IU's seven non-residential campuses. The experience includes mentoring by a faculty member at the campus and an "immersion" experience of faculty life at the kinds of institution where a many job openings now are. As part of FFTF, the graduate school is instituting a pedagogy course for students in departments that do not offer such a course, and a week-long workshop by outstanding teachers from several IU

campuses. The workshop is designed to provide insights into teaching at smaller, primarily urban, commuter campuses.

Indiana University also hosts a series of national and regional meetings focusing on the interests of future faculty as teachers-scholars. These meetings provide participating departments opportunities to showcase their efforts in preparing future faculty, and to nurture a culture that supports teaching. Presentations on organizational change also provide guidance on expanding faculty preparation programs in a stringent fiscal climate.

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Marquette University & The University of Wisconsin-Milwaukee

Alverno College, University of Wisconsin-Parkside, Carthage College, University of Wisconsin Center-Rock County, University of Wisconsin-Green Bay, University of Wisconsin Center-Washington County

Marquette University (MU) and the University of Wisconsin-Milwaukee (UW-M) have both developed individual and consortia activities to jointly pursue objectives of the PFF program. At UWM, the Center for Instructional and Professional Development (CIPD) provides a program of graduate student development opportunities. Opportunities encompass campus-wide TA training, department specific programs, and PFF activities. The latter include: workshops on preparing professional portfolios, teaching at two- and four-year partner institutions, an annual conference, and internal and external mentor/mentee relationships. CIPD encourages graduate students to develop their own teaching philosophy and works with graduate faculty to encourage a balanced view of graduate preparation.

A Marquette graduate student organization, working with the graduate school and the Center for Teaching Excellence, has developed a year-long calendar of on- and off-campus activities. The activities include an orientation for new graduate students, brown bag lunches, peer and faculty mentors, practice interviews with alumni and faculty, and workshops and conferences. Students participating in all the PFF events earn a transcript notation that they have completed the PFF program.

During 1997-98, three advance graduate students from Marquette have been appointed as part-time instructors teaching seminars in an interdisciplinary core sequence required of all students at Carthage College. These graduate students have participated in six full days of faculty orientation at Carthage and have been fully integrated into all dimensions of developing and delivering these general education seminars. Each graduate student has multiple mentors, representing various academic disciplines and perspectives, and has the opportunity to have many teaching and learning experiences within a complex college-wide program.

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Northwestern University

Chicago State University, Northeastern Illinois University, Lake Forest College, Oakton Community College

The Northwestern PFF Program is open to doctoral students in every department. Students may elect to become Fellows or Participants. Both groups enroll in a year-long seminar, *On the Academic Profession*, taught by faculty from participating institutions. Seminar topics range from "models of learning and teaching" to "academic

freedom" and "university governance." Each of the partner institutions hosts one of the seminars, and PFF Participants have access to cluster institution mentors at these meetings. Fellows and Participants prepare teaching philosophies and portfolios throughout the year and will present them at the final class meeting in the spring.

In addition to taking the PFF seminar, Fellows work with a mentor at one of the partner institutions to develop a series of activities based on each student's interests and needs. During the first half of the academic year, Fellows typically observe instruction in their disciplines; discuss pedagogy and professional issues with faculty members; and participate in department and university-wide meetings. As the year continues, Fellows may teach all or a portion of a course with the mentor's guidance and supervision. PFF Fellows also conduct "brown bag" meetings for students and faculty in their departments. These sessions describe the activities and benefits of PFF to attendees and explore academic and professional issues raised by participation in the program.

Fellows and Participants may choose to have their participation in PFF noted on their transcripts. Students may also request letters for their dossiers that describe their involvement in the program.

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Syracuse University

Colgate University, Hamilton College, Le Moyne College, Onondaga Community College, State University of New York College at Oswego

Syracuse University builds on its pioneering Future Professoriate Project that features an advanced apprentice pre-doctoral teaching appointment, professional portfolios and training of faculty mentors by extending the program beyond campus boundaries. Faculty colleagues at partner institutions help graduate students develop awareness about career options and a broader perspective on their preparation as scholars, teachers, and professionals.

Disciplinary work groups, comprising graduate faculty and students and faculty from partner institutions, conduct workshops and seminars including *Pedagogical Colloquia* and *Job Talks* with undergraduate students at partner institutions. The work groups also organize opportunities for graduate students to observe and shadow faculty at partner institutions as they teach, participate in faculty committees and meetings, and advise students.

A steering committee, comprised of representatives from each institution, plans cluster-wide seminars and workshops. This includes a three-day conference in the University's Adirondack conference center. The committee is also responsible for the planning and implementation of the Program's assessment. Disciplinary work groups promote the goals of the program by designing and implementing such professional development activities as: seminars and workshops related to pedagogy and professional development; graduate students observing and shadowing a faculty mentor at the partner institutions; graduate student participation in a mentored teaching experience at the partner institution; graduate student "Job Talks" to undergraduate students at the partner institutions; "Pedagogical Colloquia" offered by graduate students to faculty at the partner institutions; and full immersion of graduate students as visiting professors at partner institutions.

The program builds on the lessons learned and experiences gained through the New York State Consortium Project: Preparing Future Professors conducted with Cornell University, New York University, and the SUNY campuses at Binghamton and Stony Brook by furthering the discussion about preparing graduate students for future academic careers.

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University of Cincinnati

University of Cincinnati-Clermont College, Xavier University, University of Cincinnati-College of Applied Sciences, Northern Kentucky University, University of Cincinnati-Raymond Waters College, College of Mount Saint Joseph, University of Cincinnati-University College

The PFF program has three components: discipline-specific training programs, a university-wide seminar, and a capstone experience for students who have completed the seminar.

Believing that it is desirable to encourage doctoral programs to create their own PFF initiatives focusing on teaching and professional issues unique to their field, the discipline-based programs offer form and content tailored to the needs of each department.

The Future Faculty Scholars Seminar is a two-quarter sequence open to all doctoral students at the university. In the first quarter, the seminar provides students with information about, and preparation for, the academic job market. It explores the diversity of academic employment opportunities, the differing faculty roles and duties, and the strategies that students can employ to better prepare themselves. The second quarter is devoted to preparation for teaching at the collegiate level.

A capstone experience is offered to students completing the Future Faculty Scholars Seminar. Participants are paired with a faculty member at partner institutions and immerse themselves in the experience of being a faculty member on the partner campus. Student and faculty pairs create a learning contract that includes activities covering the full range of faculty activities. In support of the dissemination agenda of the national PFF program, teams of PFF participants take their experiences "on the road" visiting Ph.D. granting institutions throughout Ohio to share materials and insights.

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University of Colorado-Boulder

Colorado State University, Community College of Denver, Regis College, The Colorado College, United States Air Force Academy, University of Colorado-Colorado Springs, University of Colorado-Denver, Colorado School of Mines

At the University of Colorado, initiatives to prepare graduate students to teach have been underway since 1984. In joining the national Preparing Future Faculty program, the University is developing a network of partner institutions throughout the state. Building an interactive partnership with faculty at partner institutions creates new avenues for faculty preparation and provides opportunities for faculty on all campuses to address issues of preparing new faculty in depth and breadth.

The program offers a sequence of activities building from workshops and campus visits to the development of course materials and a job search portfolio. PFF Fellows participate in aspects of faculty governance related to their specific goals and assist in curricular activities. Fellows choose from an array of activities related to teaching, service, assessment and evaluation, and extra-curricular involvement on the partner campuses.

Faculty mentors assist in the development of and provide oversight to an internship plan developed by PFF fellows. Faculty mentors work intensely with one student in an area of shared interest, participate in portfolio preparation, and contribute to the design of a graduate program track in their field that prepares graduate students for faculty careers.

A certificate program recognizes graduate students who have taught under the supervision of Lead Graduate Faculty who consult regularly with the students, observe their classes, and provide resources to assist teaching in the discipline. In order to earn the certificate, students must also attend interdisciplinary workshops that focus on pedagogical methods, and personal and professional development. Students also produce

a portfolio and curriculum vitae in the workshops.

The university and its faculty mentors are producing "Standards of Good Practice for Graduate Education" (similar to the Wingspread publication on undergraduate education) based on their experiences with the PFF Fellows and faculty from participating institutions.

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University of Kentucky

Centre College, Lexington Community College, Eastern Kentucky University, Kentucky State University, Transylvania University, Asbury College

The University of Kentucky PFF initiative has several distinct features. The core of the program has been a graduate course "Preparing Future Faculty" in which faculty members from different institutions have participated in semester-long, continuing panel discussions and invited students to join them for day-long campus visits. Students study the roles and responsibilities of faculty at different types of institutions, faculty life cycles, advising and mentoring practices, the academic labor market, as well as preparations for job searches.

Three new courses have been developed that more fully explore the academy as a workplace and that prepare students to be faculty members. Each is designed to permit departments to develop or enhance discipline specific versions of the course.

Seminar on College Teaching helps students gain knowledge about teaching and learning models and provides them with teaching strategies that maximize student learning.

Preparing Future Faculty Practicum in College Teaching is an experiential course that links students with a faculty mentor at a partner institution where they might teach or co-teach a course, present a talk on their research, attend faculty meetings, and/or participate in faculty development activities.

College Teaching in the 21st Century will alternate its focus between "The Role of Instructional Technologies" and "The Impact of Increasing Diversity on Universities."

Special effort is being made to inform graduate faculty colleagues of the specific benefits that accrue to both students and a department through participation. A workshop series informs departments of the kinds of institutions at which graduates are getting jobs, shares insights from sister institutions about the qualifications sought in candidates for teaching positions, and reviews the history of PFF along with relevant data about student interest and success as a result of participating in PFF.

A peer-mentoring program prepares graduate students with PFF expertise to serve as mentors to new graduate students. A research project is underway asking recent UK doctorate-degree recipients to compare the various demands of their current faculty positions with the preparation they received in graduate school.

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University of Minnesota

Augsburg College, Hamline University, Macalester College, Metropolitan State University, Minneapolis Community and Technical College, University of Minnesota-Duluth, University of Minnesota-Morris St. Olaf College, University of Wisconsin-River Falls University of St. Thomas, College of St. Catherine

Minnesota PFF builds on a strong program where departments strongly encourage graduate student involvement. To date, the program has had more than 600 graduate student participants from seventy-seven of the 110 participating doctoral programs. The number of partner institutions continues to grow as the Minnesota

PFF Advisory Committee clarifies roles, responsibilities, and expectations of participating institutions, assuring maintenance of positive relationships and bolstering the efforts of those who have been participating.

Four courses are central to Minnesota PFF and are available to all graduate students at the university.

Teaching in Higher Education provides an overview of teaching methods and techniques, helps students develop critical thinking skills about teaching, and starts the preparation of a teaching portfolio documenting and reflecting on their teaching experiences.

Practicum for Instructors in Higher Education offers collegial support for classroom teaching, information and discussion about the faculty role, classroom observation and feedback, and mentorship at the University of Minnesota or a partner campus.

Professional Communication Skills assists students in developing lecture and conference presentation skills, for both academic and non-academic careers.

Distance Learning in Higher Education is a new course that provides instruction and experience in utilizing multimedia, the world-wide web, and interactive television. Participants acquire the fundamental skills necessary to operate effectively in multiple distance learning contexts.

Using internet-based technologies, Minnesota PFF reports the activities of student participants, answers frequently asked questions, increases levels of participation, and shares resources. The program tracks graduate students into the first year of their new faculty experience.

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University of Nebraska-Lincoln

Chadron State College, Creighton University, Doane College, Grambling State University, Metropolitan Community College, Nebraska Wesleyan University, University of Nebraska at Omaha

The PFF program at the University of Nebraska-Lincoln is a cooperative effort among academic departments, the Office of Graduate Studies, and the College of Arts and Sciences. An advisory committee of faculty and graduate students set PFF direction and policies.

The PFF program has three major components:

PFF Fellows participate in a two-semester, on-campus seminar in which they examine issues facing the future professoriate. These issues include tenure and promotion, assessment, student and faculty diversity, institutional missions, governance, instructional technology, and academic hiring.

Each semester PFF Fellows are assigned to partner institutions. During campus visits, they may attend new faculty orientations; meet with administrators concerning hiring, tenure, and promotion; teach or team-teach a course unit; participate in curriculum development discussions; attend faculty governance meetings; speak with college assessment officers; and visit with residence life staff. In the summer months, PFF Fellows have an opportunity to visit two distance partners, Chadron State College and Grambling State University.

In the summer session, PFF Fellows are immersed in instructional technology. Under the guidance of instructional technology specialists, they develop multimedia modules for classroom use. Under the tutelage of faculty who provide distance learning, they become familiar with the process of providing instruction at a distance.

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UNIVERSITY OF NEW HAMPSHIRE

Howard University, Keene State College, St. Anselm College

The University of New Hampshire offers all graduate students two formal academic programs in college teaching. The *Cognate in College Teaching* is a 12-credit program that emphasizes the development of classroom teaching skills in a specific field or discipline that can be added to the doctoral degree. The *Master of Science for Teachers*, available as a dual degree, builds upon the basic foundation of college teaching. The program includes advanced studies in specific content related to teaching and learning from many fields, the evolving role and function of the professor in higher education and post secondary academic institutions, and specific methods related to pedagogical improvements and research. The teaching praxis is supervised by a teaching committee of three senior faculty, with two from the student's field or discipline, and requires a teaching portfolio as the basis of the committee's assessment. Students are admitted to these programs after one year of graduate study based on the recommendation of their graduate program coordinator.

UNH conducts regular meetings of the chief academic officers, faculty from partner institutions, along with program directors, faculty, and deans from UNH. These meetings explore and examine issues and models of preparing future faculty. The meetings also build lasting relationships between the faculty members who prepare and advise doctoral students and their colleagues who hire new faculty. Faculty from partner institutions, designated as "Faculty-in-Residence," participate in all UNH programs on college teaching, including the annual UNH College Teaching Institute. Graduate students also visit partner institutions to experience different types of colleges and universities.

The UNH Graduate Student Organization, working with the PFF program, conducts an all-day symposium for doctoral students devoted to "The Academic Career" involving faculty from partner institutions.

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UNIVERSITY OF WASHINGTON

North Seattle Community College, Seattle Central Community College, Seattle Pacific University, Seattle University, University of Puget Sound, University of Washington-Bothell, Western Washington University

The University of Washington PFF program builds on the lessons learned from successful departmental initiatives in English, mathematics, sociology, and zoology. The departmental programs are enhanced by centralized activities, including the Huckabay Fellowship program, campus visits, coursework, traineeships, and campus-wide events.

The Huckabay Fellowship, an endowed program, creates mentorship opportunities for UW graduate students and faculty to devote a full term to enhancing their teaching capacities. Fellows come from throughout the University and collaboratively develop a teaching and learning project with a faculty mentor.

The campus visit program arranges at least one trip per quarter to a neighboring campus. Administrators on these campuses share perspectives on their distinct missions, students visit classes, and they meet with faculty to discuss their roles and responsibilities.

The graduate school offers three courses. *Teaching Mentorship* is an individual project based experience for students working under the direction of a faculty member. The experience focuses on teaching and learning at the college level and is designed to enhance the student's ability to make innovative contributions in teaching. *Teaching Mentorship Seminar* builds on the previous work by encouraging students to reflect on their experiences in order to add

breadth to what they have already learned from their mentors. *Special Topics in College/University Teaching* addresses particular problems and issues of interest to graduate students preparing for roles as faculty. The course is structured to allow discipline-specific sections, as Sociology and Engineering have done, and includes opportunities for faculty from partner institutions to participate.

Campus-wide events bring nationally recognized speakers to campus to energize PFF participants and affirm the value of their efforts. Speakers also serve as consultants to various departments and groups.

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Some Collective Features

One measure of the reach and influence of PFF is based on the diversity of participating institutions and disciplines. The 15 clusters have 108 participating institutions. These include:

66 Public Institutions
42 Private Institutions
25 Religious Institutions
22 Research/Doctoral Institutions
39 Masters Institutions
27 Baccalaureate Institutions
20 2-year Institutions
7 AAU Institutions
6 Historically Black Institutions

Many clusters recruit participants without regard to discipline or department. Thus, student and faculty participants come from disciplines or departments ranging from anthropology to zoology, medicine to political science. The most heavily involved disciplines are English, mathematics, sociology, chemistry, history, and physics.

National Program Activities

Web Site on Internet

A PFF Web site has been constructed and made available on the internet. This Web site shares up-to-date information about project activities, summaries of lessons learned, research reports, implementation strategies, news and announcements, and other relevant information about PFF. It is hoped that the

Web site can become a "voice" for PFF throughout the academic community. The address for the Web site is: http://www.preparing-faculty.org and it provides links to participating institutions and other PFF-like programs.

Electronic Mailing List

An electronic mailing list serves to support the day-to-day demands of administering PFF programs as well as for sharing information about current happenings on PFF campuses. Subscription is open to interested graduate students, faculty, and program administrators at participating institutions.

Publications

A series of occasional papers are available on various aspects of designing, implementing, and institutionalizing PFF programs. These include:

- a guide for creating PFF programs,
- a report of results from evaluation and assessment surveys of participants in PFF programs,
- a review of the relationship between TA training programs and PFF programs,
- an analysis of critical elements in the preparation of future faculty, and
- information for graduate students preparing for faculty roles.

As the national staff and PFF clusters work to disseminate findings and outcomes, information about these activities is shared via the listserv, Web site, and print materials.

The staff also serves as a clearinghouse for information about PFF and PFF-like programs.

Meetings and Conferences

In addition to organizational meetings for cluster participants, the national PFF program sponsors sessions and pre-conference workshops in conjunction with the annual meetings of AAC&U, CGS, the National TA Conferences, and other opportunities. Relying on cluster participants, presentations on PFF programs are made at various disciplinary meetings as well.

Consultation Service

The national staff has established a consultation service, provided on a cost-sharing basis, for academic leaders to tap into the experiences and wisdom of PFF leaders from current and past PFF clusters. Individuals are identified from several constituencies—graduate deans, graduate faculty members, graduate students, partner administrators, and partner faculty—who are available to institutions, state systems, learned societies, and similar organizations.

Networking with Similar Initiatives

Alliances are being established and maintained with other initiatives such as the Compacts for Faculty Diversity, the AAHE Forum on Faculty Roles and Rewards, the National TA Conference group, the McKnight Doctoral Fellowship Program in Florida, and the Consortium for Developing HBCU New Faculty. The national staff also works actively with several of the learned societies.

Research and Assessment

The participating institutions and program leaders are committed to a program of evaluation and assessment. The program is tracking and surveying participating students, faculty, and alumni and will be comparing results across clusters. These evaluation efforts will provide a clearer and more comprehensive understanding of the value and differential impact of PFF programs.

For Further Information

Preparing Future Faculty is a national program of the Association of American Colleges and Universities (AAC&U) and the Council of Graduate Students (CGS). It is made possible through the collaboration of the 15 research and doctoral universities and the 93 participating colleges and universities previously listed.

For information about the PFF program, contact:

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